The Educational Weekly.

The Educational Weekly.

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Editorial.

TO INSTITUTE INSTRUCTORS.

WE commend the sentiment of a timely and sensible editorial copied elsewhere in this issue from the *Iowa Normal Monthly* on Normal Institute Work. If the WEEKLY could have before it in one audience, all the institute instructors who are now at work, or are going to work this summer, it would like to make a short speech to them as follows:

1. Be prompt. Promptness is the teacher's cardinal irtue. You are looked to by the teachers, just as they are looked to by their pupils. Your unconscious influence is greater than you realize. Never let an exercise be delayed a moment for your arrival; nor allow it to extend a minute beyond its proper time.

2. Have a definite programme, assigning to every half hour or hour in the week its particular work. If it is not printed put it upon the black board, and adhere to it rigidly.

3. In regularity and system, make a perfect school out of your institute. Remember that many of your pupil-teachers have no ideal in their minds but the school which they attended as scholars. Improve their standard. Give them their drill from one to five weeks in a school that is a model of promptness, system, order, and activity.

4. Avoid lecturing or merely "delivering" your lessons to your class. Remember, easy come, easy go. The pouring in process does not pay. Better be satisfied with going over half the ground, and make the teachers say and do for you everything that you say and do for them. There is nothing that so rivets a thought in our mind and makes it lie fairly there, as expressing it clearly to another. Resist the strong temptation to do most of the work and talking yourself. You do great injustice to the teachers by letting them sit quiet and take it easy. Don't be easy with them. Be determined and exacting. They may falter and beg to be let off, but at the end you will have thanks in abundance. Our teachers, the same as our scholars, need practice in talking, and talking to the point; in saying just what they mean and not something else. And this practice must be given in the presence of an instructor, with a kind heart and sharp, clear intellect, who will bring them to account for blundering langauge or obscurity in thought. But when insisting upon their talking "straight" don't quibble or split hairs. Make them feel and enjoy the beauty of clear thought in clear language.

5. Be active, vigilant, sharp. You must not wait for hidden or unsuspected errors and misconceptions to show themselves plainly. Your time is limited and you must do as much as possible for the cause of truth in one, two, or three weeks. Upon the merest intimation by an inflection or emphasis, or side remark, you must detect and comprehend the concealed, underlying error not to expose it necessarily, but to see that it is removed completely.

6. Avoid disputed questions and unprofitable discussions. They are abundant in Grammar and plentiful in Theory and Practice. They are ever coming up to waste time and do no good. Be brave enough to shut them out or drive them out when once entered, at the risk of being thought ignorant or afraid to give an opinion. And yet don't repress discussion too much. It often quickens if it doesn't enlighten. But there are so many persons who don't know when all has been said that can be said with profit upon a topic, unless they have the last word!

7. Do not have any pet theories or hobbies of your own to advocate. Your object is not to make the teachers agree with you exactly, but to put them in a position to judge for themselves, and to lead them to do so without passion or prejudice.

8. Do not be afraid to have questions put to you. Encourage them. If they come from the right spirit it is a good sign. If you do not know, say so frankly. Your position is that of the candid truth seeker, and the helper of those who are searching with you and not that of an infallible expounder. You are to be pitied, and the institute too, if you can labor there a week as a good, live instructor, and not have a question put to you that you cannot answer. There is a false idea among teachers upon this point. They seem really to believe that a "teacher ought to know everything," and are often tempted to resort to subterfuges, if not downright dishonesty, in order to conceal their ignorance. By your example do your best to lift them above it. Do not be afraid yourself to say, "I don't know." There is never any disgrace in it if we have not been remiss, although it may be unfortunate for us to be obliged to confess it.

9. Do not allow the teachers to obtain from you stereotyped or set statements, to be retailed again as occasion may require. Make sure that you are leaving in their minds things, and not words merely. Do not be satisfied with their own assurance that they comprehend you or your explanation. It is easy for us to be deceived in ourselves. Require them to say it for you in some

other way, in some other terms. It is safe to accept as an invariable rule *that we do not fully understand and possess that idea which we cannot express in some other language or symbol than that in which it was conveyed to us.*

10. Be practical. That is the one quality of value in your instruction. Between the doing of a thing, and the telling how to do it, there is a vast difference. In your work see that things are done and not merely described. Make the application of your principle on the spot. If arithmetic is your subject, furnish yourself, for example, with all the foot-rules, yard sticks, and tape lines, that you can get hold of, and then in teaching compound numbers, use them. Set two or three ladies to work independently measuring the length and breadth of the room. You will be surprised to see how far apart they are in results, and so will they. Set another to finding the area of a pane of glass in the window, another the area of a panel in the door, another the solid contents of the chalk-box, table-drawers, or the top board of a desk. Then you will see, and they will see, how different it is to say "multiply the length, breadth, and thickness together," and even to do it in a problem in the book, from doing an actual problem, and applying the rule practically. If any institute finds five per cent of its lady teachers—the gentlemen are somewhat ahead in this line because of necessary practice—able, without any help from others, to go right ahead and perform correctly such work as indicated above, the WEEKLY will be glad to publish the fact. Furthermore, if twenty-five per cent of the ladies are not found—remember there must be no collusion or putting together of heads in this matter—making blunders which afterward surprise even themselves in the application of principles which they have taught for years, the WEEKLY will be glad to note that fact also. This is not said at all in disparagement of the lady teachers, or of some gentlemen teachers, as we are sorry to be obliged to add in justice. But it is said simply to emphasize the kind of instruction which ought to be imparted in our institutes, namely, thorough, objective, practical. A few days spent in this way or enough time to get the ice thoroughly broken, to get the spirit fully aroused, to make teachers feel the advantage of this kind of teaching, will be of infinite service. That is the way their boys and girls should be taught, and these teachers will go to school next fall and so teach their boys and girls.

But the institute instructor must know that the teachers will be backward and timid in this work. It will be distasteful to them at first. They must be kept at it long enough to gain confidence and a little real practice and become interested, or they will vote it a nuisance and drop it with the institute. So if enough time cannot be given to this work to carry the teachers over the dead point, so to speak, it is hardly worth while to begin it. But your objective arithmetic work ought not to stop here and with the other tables of Compound Numbers. In fractions, give them work to do with things instead of numbers. In Commercial Arithmetic, go to the bank in the town where your institute is held and get a handful of blank promissory notes and bank checks; take with you your own life and fire insurance policies, and borrow others. Let the teachers see these and become familiar with them. It will give reality to their teaching in those subjects. We were going to venture upon a statement of the number of lady teachers who never saw or read an insurance policy, and yet who have before many classes talked learnedly and possibly correctly, about *risk, premium, policy,* etc. But will not some instructor who pursues the plan we advise give us the facts when he obtains them? Let the same kind of teaching be done in Grammar. Instead of formal parsing and saying of rules, have good practical language lessons. This is the kind of work that our teachers need. We have not said all we intended to but our time is up.

In devoting so much labor and space to a review of a new series of readers, the WEEKLY has done no more than is demanded by the importance of the subject and the interest felt by the great mass of teachers and members of boards of education. The great difficulty is that teachers generally look upon recitations in reading as nothing but occasions for drill in pronunciation and elocution, whereas these points should be entirely subordinate to the far more important point of teaching mind reading, if it may be so called, or perhaps better MIND-FULL reading.

To aid teachers in this greatly neglected department, the editor purposes to devote during the coming fall and winter a considerable amount of his time and space to a series of thoroughly practical school-room articles, with copious illustrations upon the art of teaching mental reading as in distinction from oral reading. Certainly, "it is safe to say that a thorough study of each literary piece in the [any] higher readers will be of more benefit to the pupil in giving him an insight into human life, and directive power and influence among his fellow men, than all that he will or can learn from the other branches taught in the schools." To prepare pupils for this thorough study of literary pieces, and in a measure to initiate them into it, should be the main work of the lower grades. How little of the genuine eye-opening process is really accomplished there, is appreciated by any high school teacher whose duty it has been to start pupils in the study of English classics.

In our review, illustrations have been freely admitted and explicit statements have been made so as to produce an article which shall prove helpful to teachers, and one which they will lay away to be again consulted.

REVIEWS.

APPLETONS' School Readers. By Wm. T. Harris, A. M., LL. D., Superintendent of Schools, St. Louis; Andrew J. Rickoff, A. M., Superintendent of Instruction, Cleveland, Ohio; and Mark Bailey A. M., Instructor in Elocution, Yale College. (New York: D. Appleton & Co. Chicago: C. E. Lane, Agent, 117 State Street.)—The careful reading of these books from beginning to end has given us great satisfaction. They carry with them a business air and directness which give assurance of their success. There are no prefaces, no introductions, no wordy "hints and suggestions" to teachers, not even a table of illustrations, or a line telling the number of illustrations. They go right to work with no waste of space or time. Only a page or less, condensed and practical, "from the authors to the teacher," excepting in the first book, in which three small pages are devoted to a brief explanation of how these successful and eminent teacher-authors would use the book in teaching the little ones by the word and phonic methods combined, and how they would make the lessons and the pictures—which are most happily designed for the purpose—the basis of language lessons.

It is needless to introduce to our readers either Mr. Harris, the highest expounder in this country of the philosophy of education, or Mr. Rickoff, recognized on all hands as the most wise and successful city superintendent in the land. Mr. Mark Bailey has been for years Instructor in Elocution, in Yale College. As a teacher in his department he probably stands without a peer. The quality in him most noticed by those who know

him is his good strong, common-sense,—a quality about as rare in an elocutionist as good temper in a prima donna. If the skill of these three men, aided by the capital and experience of D. Appleton & Co., cannot make the *ne plus ultra* of school readers, where else shall we look?

It is sufficient compliment to the printer to say that the excellence of his work sustains the reputation of his house. The type is clear and large, evidently cast expressly for these books. The pages are open, bright, and sunny. They are remarkably free from typographical errors for a first edition, only one having caught our eye in the whole series,—an omission of the diacritical marks in the word *caught*, on p. 70 of the First Reader. The binder, too, deserves a compliment, for the books will stand wear. The "feel" of them says so. But we fear he will have to be a scape-goat for the sin of bad taste in somebody. The external appearance of the books is unfortunate and unjust. The cover designs give evidence of enough labor and expense to have made the outside much more in keeping with the elegant inside. The designs themselves are good enough, although those in the third and fourth books seem rather ambitious. The boy-life pictured on the Third Reader finds its counterpart among boys who will read the fourth or higher book; while that on the cover of the Fourth Reader is a type of life which does not come until after we are done with school readers. However, it is well to keep before us ideals in advance of realities.

The illustrations in the books are, in the main, most admirable, both as works of art and as illustrations of the text which they accompany. The life in them is all natural, and intelligible, and interesting, and with very little stiffness. They are such, particularly in the First and Second Readers—the confessed gems of the series—as will hold the attention of active children. Many of them are suggestive far beyond the average of such cuts; and the reading matter seldom exhausts the pictures; a fact that every good teacher of reading—by which we mean every good cultivator of mind—will highly appreciate. By this means every facility is given for developing the faculties of observation, comparison, reflection, imagination, and reason, and for constructing most interesting and useful language lessons; which two elements, namely, the development of the mental powers, and exercise in the use of language, must constitute the sum and substance of every genuine lesson in reading.

The length of our review leads us to omit allusion to two or three other important matters in this connection. We may be inclined to refer to them hereafter.

In the reading matter from the first lesson to the last there is a naturalness in sentiment and expression which is refreshing. There is no affected language. It is true, until they enter the Second Reader, the little ones have to read invariably such full expressions, as, *do you not? let us run; can he not?* which sometimes seem unnatural. If they could be allowed to read *can't* and *don't* and *let's*, and thus make their reading conform fully to our evey-day speech, it would aid materially in enabling them to acquire in their reading, conversational tones, emphasis, and inflections, the main and most difficult point in primary elocution. In disposing of this mooted question of contractions, the authors have, on the whole, taken the best course.

Little boys and girls nowhere talk like their fathers and mothers. They are always children. And larger boys and girls are not called upon to read the exalted language of intense emotion, or to deliver the "long resounding lines" of senatorial and oratorical efforts. There is nothing to tempt them to imitate the abominable "catches" and tricks of so-called elocutionists. The pieces are conversational, or descriptive, or narrative, and always simple, just as they should be. The tendency to "orate" finds no encouragement. It is to be hoped that the introduction of these new books, with the opinions of the distinguished editors so plainly implied, will hasten the approach of more reasonable methods and objects in the teaching of reading.

What our schools ought to make is good readers in silence and in the home circle. Our children need to become quick and strong in the unloading of words. The mere calling off of words with imitated emphasis and inflection is not the thing. There is an antecedent to that which is essential in the first degree. And if these books are defective at all it is just here,—that they do not contain enough of the many hints, and plans, and methods, of leading pupils to be thoughtful, to have their minds wide awake while they are reading. To have made these books ideally perfect, a skillful person should have been associated with these gentlemen to have done a work exactly in contrast with, and the counterpart of the work done by Mr. Bailey. While he has given valuable instruction in the art of expression, in acquiring the power to convey thoughts to others, fuller instruction and aid should likewise have been given in the art of receiving impressions, in acquiring the power to grasp thoughts as put on the page by others.

There is a field here yet to be occupied, and to it the WEEKLY hopes to be able to contribute in the future, editorially and otherwise. It is quite possible that these books contain as much of advanced aims and methods as good policy would permit. They might have contained so much that is good and useful to the few very best teachers, as to prevent their being used by the rank and file. As it is, there is nothing to hinder their being used with as great efficiency as any other books by the most stupid and backward teachers, while there is much to stimulate the thoughtful and enterprising. There is the word method, and phonic method, and phrase reading, and picture reading, and diacritical marks, and filling of blanks, and sentence building, and suggestions, and notes, etc. They are there in small compass pleading to be used, and of infinite value to the selected few. But they will produce no discomfort, although they ought to produce a slight twinge of conscience, when ignored by the indifferent many. There are the words to be spelled and the lessons to be read. Who can get along with less?

At the expense of space, and of our readers' patience, let us draw an illustration or two from these books of what we mean by teaching pupils to be thoughtful when they read, or to read between the lines, as it is called.

There is that beautiful poem, "The Brown Thrush," by Lucy Larcom, on page 17 of the Third Reader:

> There's a merry brown thrush sitting up in a tree;
> He's singing to me! he's singing to me!
> And what does he say, little girl, little boy?
> "Oh! the world's running over with joy!
> Hush! look! in my tree
> I'm as happy as happy can be."
> And the brown thrush keeps singing, "A nest, do you see,
> And five eggs hid by me in the big cherry-tree?
> Don't meddle, don't touch, little girl, little boy,
> Or the world will lose some of its joy!"

How many boys and girls would read right along over that last line and suppose that they understood it, and yet how few of them would be found to possess any intelligible or proper idea of the meaning of it!

"*Or the world will lose some of its joy.*" The thing for the teacher to do is not to suggest the thought or let some bright pupil come out with the explanation before the sluggards have become fairly waked up to a comprehension of the problem; but to increase the rate of revolution of the whole class, so to speak; to lift even the dullest above the dead level of himself, to draw from him a spark, even if it is feeble and misdirected. Their childish minds must be made to brood over the line, as it were, and none but those who have tried it know with what delight and profit this may be accomplished. Then comes a comparison and criticism of views without decision from the teacher, until the reflection and innate sense of the children settle upon the fittest explanation. This of course will take time—possibly a half hour to this single line; but it may be done so effectively that all will be on the alert thereafter,—the dullards will feel a wholesome shame for their want of thought, and the bright ones will wonder how they missed "seeing it." Such a passage is to the teacher what the lode is to the miner, it is there he digs out the metal he seeks for; that is his grand opportunity.

Again. In Willie's Story, page 28, Second Reader. A thoughtful child if allowed to speak out, as he ought to be, will be apt to have some questions. Is it likely that a little girl with a cut finger, and really sick from eating candy, would go out into the garden to play, or feel like climbing a ladder? And then Willie's change in his manner of describing the misstep ought to provoke a query.

What golden opportunities to awaken thought and develop power of expression, to get children to dive below the surface, are offered in *The Little Foxes*, page 193, Third Reader!

"One little fox is, 'By-and-By.' If you track him, you come to his hole—Never.

"A third little fox is, 'No Use in Trying.' He has spoiled more vines, and hindered the growth of more fruit, than many a worse looking enemy," etc.

And also in the *Rainy Day*, from Longfellow, page 95, Fourth Reader.

> The day is cold, and dark, and dreary;
> It rains, and the wind is never weary;
> The vine still clings to the mouldering wall,
> But at every gust the dead leaves fall,
> And the day is dark and dreary.
>
> My life is cold, and dark, and dreary;
> It rains, and the wind is never weary;
> My thoughts still cling to the mouldering past,
> But the hopes of youth fall thick in the blast;
> And the days are dark and dreary.

The teacher herself needs to study to see clearly the beautiful connection between the two stanzas.

It is greatly to the credit of these compilers that while getting up books to be heralded as new, they have had the courage to retain some of the good old stand-bys. And yet we miss that most exquisite of Wordsworth's little poems, *We are Seven*, and are sorry to see in the Fourth Reader, *Gray's Elegy*. Why will our book-makers persist in allowing this noble poem to be so abused as the basis of every sort of unappreciative school-room drill and toil, that in manhood it requires almost a miracle to give our vision clearness enough to detect the jewel underneath the common stuff, the mere rubbish, as it seemed to us then, which in childhood we trod upon!

The "few hints that are risked", to use the author's words, on the more important phases of each piece, are generally so judicious, that we wish more had been risked, and especially of those designed for the teachers. They are very helpful, and just what ninety-nine teachers in a hundred need. And yet there are a few which the WEEKLY from its standpoint can hardly approve. Allusion to two will be sufficient.

After the *Summer Wind*, by Bryant, page 168, Fourth Reader, the question is put, "Who describes country scenery best; those who live in the country, or those who come from the city to visit the country?" While this may be a good provoker of thought and discussion, still, as it seems to us, it is not a judicious question. The answer clearly expected is, "Those who come from the city to visit the country." Whether this is true historically may well be doubted. But does either of the answers which might be given tell the truth? Does not the first part of the question in such an immeasurable degree involve the totality of the man and poet, that any answer pertinent to the last part must be superficial and inadequate? To our mind the question smacks in a slight measure of that pseudo criticism, so prominent in many works on English Literature, which pretends to analyze the poetic and literary character into its ultimate elements, and to determine not only the quality and quantity but the very origin of each power and aptitude.

On page 236, Fourth Reader, the common statement is accepted that William the Conqueror in 1068 enacted the law requiring the ringing of the "curfew bell." A slight search would have shown that the best authorities agree that the practice was common before William's time as well in England as throughout Europe. It is probably true that the Norman Conqueror enforced the law or practice more rigidly than had been done before, and has thus in some sources become credited as its founder. But as is said above, the hints are valuable, and every live teacher, as well as every lazy teacher, would be thankful for more. However, it is of the utmost importance that no encouragement should be given to the habit to which human nature is very prone, to draw hasty generalizations, to jump at conclusions.

In these books there is no moralizing, or "goody-good" pieces, and yet the tone is healthy throughout,—happy thoughts, good manners, good temper, love of flowers and birds, and all nature, regard for truth, and the rights of others. The question almost forces itself for consideration;—Has not the effort to be bright and entertaining left too little of useful sermonizing? Have not too many of the lines upon lines and precepts upon precepts been omitted? We miss that potent little homily,

> If at first you don't succeed,
> Try, try again.

It was probably a matter of much deliberation to adjust the books to the different local religious sentiments, which they will have to encounter. If they are vulnerable at all in this respect, it is because of too much deference to that aggressive spirit which wishes to leave God, Jesus, and Heaven out of everything, even out of character itself. The rigidly righteous—there are some living still we believe—have not yet learned to appreciate the pervasive, undemonstrative, religion of Wordsworth, Bryant, Whittier, and Longfellow; but this religion is nevertheless real, and a power in forming lives; it is the religion of the flowers, and the trees, and the birds, and the brooks; the religion of manliness and of truth. This is the religion of these books. It appears on nearly every page. Although, as for ourselves, we might be satisfied with this, still we are glad that the Sermon on the Mount has been given a place. It stamps plainly the right moral character upon the books, and yet furnishes neither to the most bigoted sectarian on the one hand, nor to the free-thinking and Godless on the other any ground of objection.

Of the elocutionist's part of the work we have more hesitation in speaking. His precepts and explanations are lucid and sensible. To say that it is better to distribute such matter through the book in regular, easy lessons, than to mass it at the beginning is not saying much. In truth we doubt the advantage of teaching boys and girls below the high school anything of the philosophy or theory of emphasis, inflection, stress, etc. What they need is practice in using the voice aright. No one ever learned to read by studying the rules of elocution, any more than we learn to talk or write correctly by studying grammar.

The time to master the theory is after we have mastered the practice. But to be good teachers of the practice we must understand the philosophy.

Hence the twenty-three admirable lessons on "How to read," scattered through the two highest books, will surely be o great help to the teachers and cannot possibly do any harm to the pupils. They are a most sensible exposition of the rules of elocution.

In conclusion, lest the liberty we have taken to express ourselves upon points in regard to which a difference of opinion is clearly allowable, and lest our faithfulness in pointing to a few things which appear to us as blemishes, may leave a wrong impression, we wish to repeat that the books give us great satisfaction. We cannot express our endorsement too strongly. Their methods, their tone, their suggestions, their illustrations, their grading, are superior. If denied the privilege of using these books in her school, it will be a great advantage to every teacher to have a set of them and to study them carefully.

STALE BREAD.

As an illustration of the newness of the news (?) which monthly journals furnish to their readers, especially in the Hoosier State, we present some of the items from the *Indiana School Journal*, which has just come to hand (July 15.) It is announced that:

"J. L. Pickard has recently been elected president of the Iowa University."

His election took place the 16th of last May, just one month before the appearance of the June number of the *Indiana Journal*. The fact was widely and promptly announced through the press.

"T. C. H. Vance, editor of the *Eclectic Teacher*, is a prominent candidate before the Democratic Convention in Kentucky, for State Superintendent."

A fact that was announced in educational papers before the first of June.

"R. W. Stevenson, superintendent of the Columbus, O., schools, has been reëlected for a term of two years."

A fact that took place the first week in June.

"Prof. W. F. Phelps has resigned his position as editor-in-chief of THE EDUCATIONAL WEEKLY. His successor has not yet been named."

The new editorship was announced with all becoming prominence in the issue of the WEEKLY of June 27, a copy of which was promptly mailed to the *Indiana School Journal*. It is to be hoped that its readers will be informed by the middle of August. Surely it does not speak much for the enterprise of a journal to announce as news in July events which happened in May or June, and from two to four weeks before its June number was issued; and to declare its ignorance of a fact which came into its possession at least two weeks before it went to press. Stale bread may be wholesome, but it is not a thing which people like to pay for.

We hope our readers will appreciate our industry and exertion in presenting them this week with an account of the proceedings of the American Institute of Instruction, which did not adjourn until Friday of last week,—an account as full and as early as any which appears in eastern weeklies. We expect, although we cannot speak with certainty, to be able to lay before our readers some of the valuable papers read there, or full abstracts of them.

—The Wayne county, Ia., institute opened July 15; the Appanoose county institute will open July 22; the Davis county some time in August.

TRUE ECONOMY IN PUBLIC SCHOOLS.

THE district school, to subserve its purpose, must be a common school where the rich and the poor meet together. It must be good enough for the rich, and is only thereby good enough for the poor. Who can tell whether this or that child shall prosper, or both be alike good! The youth of all nationalities, all faiths, all classes, must be fused together by the warm sympathies of childhood, drawn out in a common intellectual life. Only so can we escape a populace, a proletariat. A district school that is the barley loaf baked in the public oven for the poor, God avert the folly that thinks that this will make citizens and not paupers! Such institutions are not more than enough to answer the purposes of hypocrisy, and keep the disease well smothered in about the heart. Convulsion follows convulsion at the south. Why? Because its states are not commonwealths, its children are not plants rooted in the same soil, and growing up into the same light. Our district schools at the north advance hesitatingly, with much labor. Why? First, because we are not willing to put money enough into them, not money enough even to save what we do put into them. Our schools are too cheap. A little more cost might, in many instances, double and triple returns. It is this purblind penuriousness with which we often deal with the public school, that makes it just to characterize our laudations of the system as the cant of liberty. At no point does the cry of taxes, hard earned taxes, more surely tell than at this point. Hard earned taxes! Is the money any harder earned than that spent at the saloon on the next corner? Is it not hard earned because earned in ignorance? And, as hard earned, is it not to be spent wisely? We forget that other taxes leave our labors unlightened, but that this tax enters into our very households, and turns for us one dollar into ten, into a hundred, in meeting that first duty and chief delight of home, the education of our children. Analyze our taxes, as the taxes of this city, and how often will we find that we are paying on some debt, whose parents were ignorance and fraud, as much as for our schools. In our city schools, where there is extravagance in buildings, it does not follow that there is wise and uniform liberality in administration. That an economy which impoverishes our schools is as unnecessary as it is irrational, is seen in the habits of our people, their personal indulgences; in the money we put into houses of correction, prisons, asylums, all more or less directly the entail of ignorance; and in the cost of strikes, vicious legislation and domestic war, farther results of popular debasement.

We are abundantly able to give our schools a thorough support, and so supported they will steadily reduce in many directions our burdens of taxation. It is cheaper, as all experience shows, to educate a man than to maintain him as a lunatic, feed him as a pauper, imprison him as a criminal, or shoot him in insurrection. If there is any connection fixed in human society, it is this general relation between intelligence and good citizenship.—*Prest. John Bascom.*

NORMAL INSTITUTE WORK.

THE common schools are now all closed, or at least they ought to be, and educational interests naturally center in the Normal Institutes.

That the teacher of the common school has the gravest responsibilities resting upon her all will readily admit; but how much more responsible are the duties of him who assumes to instruct in the normal institute—the teacher of teachers. If it is wrong for the humblest teacher of a rural school to give imperfect explanations of principles to her classes, it is *criminal* on the part of institute conductors. We may be disposed to throw the veil of charity over the inexperienced and poorly paid teacher, but for the man who sets himself up as an instructor of the teachers without having first thoroughly prepared himself for the work, we have nothing but words of condemnation, and in some cases even contempt. For our wearied teachers to spend from three to five weeks of their summer vacation under the instruction of some venerable fossil of the Pedagogic Age is an outrage which is only equaled by the employing of some young, superficial upstart to prate to them of methods of instruction of whose practicability he can know nothing, having never tried them. Both of these classes of conductors have been employed in some sections of our state heretofore to the great detriment of the cause; let us hope this year that county superintendents will be exceedingly careful whom they engage.

Our course of study is suggestive of the most practical work, and in the hands of competent and energetic conductors it will be sure to accomplish untold good; but no course of study, however carefully prepared, can compensate for ignorance or inexperience on the conductor's part. We have only furnished the chart, but a chart in itself cannot run the ship—it requires a skilled mariner to use it. Let us hope that such and only such will be employed.

Let all needed preparation be made before the opening of the session so that the work of the institute may not be delayed. There is no reason why the regular exercises should not commence as early as the afternoon of the first day, at the farthest. A good start is much in any enterprise, but it is especially valuable in work of this kind. Let the work of the first day drag, and many who are undecided whether they ought to attend or not will come to a speedy conclusion and—stay away. But on the other hand, if it is apparent from the very start that those who attend will be richly repaid, the doubting ones will enroll their names and the enthusiasm will be kept up throughout the entire session.

And don't ask every sleepy visitor to "say a word to the institute." To listen to a half hour's speech from one of these sleepy old drones on a hot August afternoon is too much for even the endurance of a school teacher. Tell the man who is anxious to explain his short-cut methods that he can have the use of the hall the half hour after the regular time of adjournment, to talk to such of the teachers as may wish to stay and listen to him, but that the time of the institute cannot be devoted to such work. Beware, also, of the itinerant elocutionist; he considers the institute his lawful prey, and will be sure to swoop down upon it. From the ranting elocutionist, the superannuated preacher, the supernumerary doctor or lawyer, and the mathematical fool, good Lord, deliver us.—*Iowa Normal Monthly.*

ABSTRACT OF THE REPORT OF THE COMMISSIONER OF EDUCATION FOR 1876.

THE Commissioner after alluding to the historical activity in connection with education that has characterized the year, the effects of the financial depression impairing to some extent the efficiency of the schools, the fact that in many instances retrenchment has been sought first in the reduction of teachers' wages, the effect of the American system of education in harmonizing the opposing forces of capital and labor, the importance of universal education as the great safeguard of the Republic, and the distribution of responsibility in the matter of education, proceeds to consider the subject of

NATIONAL AID TO EDUCATION.

The policy of extending aid to education by grants from the General Government dates from a period anterior to the adoption of the Federal Constitution.

In 1785 Congress established "An ordinance for disposing of the lands in the Western Territory" which provided that "there shall be reserved the lot No. 16 of every township for the maintenance of public schools within the said township."

The same reservation was made in the states northwest of the Ohio River by the ordinance of 1787, and in those south of Tennessee by the act of 1803. From that time until 1848, on the organization of each new territory, similar provisions were made for public education. In 1848, on the organization of the Territory of Oregon, the quantity of land reserved for the benefit of common schools was doubled; and to each new territory organized and state admitted since, except West Virginia, the sixteenth and thirty-sixth sections of every township, one eighteenth of the entire area, have been granted for common schools.

To each state admitted into the Union since the year 1800, except Maine, Texas, and West Virginia, and to the territories of New Mexico, Utah, and Washington, have been granted two or more townships of land to endow a university. The states that received more than two townships, or 46,080 acres, are Ohio, 69,120 acres; Florida and Wisconsin, 92,120 acres each; and Minnesota, 82,640 acres.

Under the act of 1862, granting lands to each state to endow colleges of agriculture and the mechanic arts, 9,600,000 acres more were given.

The state of Texas, on her admission into the Union, retained the title to her public land, and is consequently excepted from the grants to endow common schools and universities; but she shared the benefits of the act endowing colleges of agriculture, receiving as her share land script, representing 180,000 acres.

There have been also special grants to institutions of learning of over 50,000 acres; and to the state of Tennessee 100,000 acres for two colleges and 100,000 acres for academies, one in each county, provided that one thirty-sixth of this grant should be reserved for the purposes of common schools in the limits of the reserved tracts.

There have been granted to various states for the purpose of internal improvement, 9,000,000 acres. Six states—California, Iowa, Kansas, Oregon, Nevada, and Wisconsin—have set apart the proceeds of the sales of these lands for the benefit of free schools.

At an early period Congress inaugurated the policy of granting a portion of the net proceeds of the sales of public lands to the several states in which they were situated. The whole amount paid to the several states from this source up to June 30, 1874, was, $6,508,819.11. How much of this sum has been devoted to educational purposes has not yet been ascertained, but the acts granting such proceeds to the states of Illinois, Florida, Wisconsin, Iowa, Oregon, Kansas, Nebraska, and Nevada required that the whole or a portion thereof should be applied to these purposes. Those states have received a total of $1,764,439.34.

Several of the states have devoted the net proceeds of the sales of swamp and saline lands to public education, but the amounts derived from these sources have not been generally ascertained. The amount of swamp lands granted and patented to fourteen states from the date of the first grant to June 30, 1876, is 47,802,271.16 acres.

In 1836, $28,101,644.91 of surplus revenue were divided (subject to call by the General Governmemt) among twenty-six states, several of which have devoted a part or the whole of the income from this fund to public education.

The General Government has also expended considerable sums in aid of colored schools, Indian schools, and for libraries, publications, and the promotion of science.

Following is the statement of the cost of maintaining the Military Academy at West Point up to June 30, 1871, and the Naval Academy at Annapolis up to June 30, 1876. The amounts cover all the expenditures from the date of the organization:

U. S. Military Academy, West Point	$6,801,482 73
U. S. Naval Academy, Annapolis	3,518,880 63

RECAPITULATION.

I.—*Land grants.*

	Acres.
Sixteenth and thirty-sixth sections for common schools	67,983,914
Seminary lands	1,082,880
Colleges of agriculture and the mechanic arts, (not including any grant to Colorado, which is entitled to 90,000 acres.)	9,600,000
Special grants	51,651
Internal improvement grants, devoted to education in six states	3,000,000
For common schools and academies in Tennessee, act April 18, 1806	200,000
Swamp and overflowed lands bestowed on education by state action so far as known	13,785,710
For Indian schools in Mississippi	34,560
Total	95,737,714

II.—*Grants of Money.*

Percentages of net proceeds of public lands	$1,764,439 34
Surplus revenue, act of 1836, income of which can be used by states at their pleasure for education	28,101,644 91
Schools for freedmen	3,711,225 47
For libraries and sundry publications	3,326,497 70
Indian schools, excluding all appropriations under treaty stipulations	561,027 15
United States Military Academy, West Point	6,801,482 73
United States Naval Academy, Annapolis	3,518,880 63
Total	47,785,197 93

OFFICE CORRESPONDENCE.

The work of the Office in the shape of correspondence with educationists has greatly augmented during the last year. The additional institutions reporting account chiefly for this increase, but it is also in a large degree due to the fact that people interested in educational problems are beginning more and more to write to the Office for information which may aid them in the solution of these.

LEGAL SCHOOL AGE.

The diversity of legal school age in the several states and territories, the Commissioner remarks, should not be forgotten in any study of school statistics. In one state it is 4–16; in three, 4–20; in four, 4-21; in two, 5–15; in one, 5–17; in two, 5–18; in four, 5–20; in ten, 5–21; in two, 6–16; in one instance (the District of Columbia) 6–17; in four states, 6–18; in three, 6–20; in ten 6–21; in New Mexico, 7–18; among the Cherokees, 7–21; among the Creeks 10–18. In eight instances the age of admission is 4; in nineteen it is 5; in twenty it is 6; in two it is 7; in one 10; or five different ages. The school period terminates at six different ages. These differences may be justified by local considerations, but it is necessary that, for purposes of comparison, there should be given in addition some uniform age with which to begin and end the comparison.

SUMMARY OF SCHOOL STATISTICS.

The Commissioner here presents "as full and accurate a statement of the public school work of the country as it is possible for the several states and

territories to give with their present methods of collecting statistics." The total school population in states and territories for 1876 is 14,306,158, against 14,007,522 for 1875. The total enrollment for 1876 was 8,825,185, against 8,756,659 for 1875. Ten states and five territories do not report the item of average daily attendance. The others give a total of 4,248,848.

The Commissioner remarks in this connection: "After all the possible imperfections in these figures as a basis of consideration have been eliminated, it is clear that not far from one-fifth of our youth who should be under instruction are continuously without it. How little benefit some may derive who are included among the enrolled will be seen when it is remembered that in some cases those are reported who have been in the school a single day, and that as a rule, none are stricken from the enrollment who have been in school a single week; and further, looking into the column of the average duration of school days in the several states, and the column of average attendance in those states able to report, our estimate of the culture attained is further reduced. Here is a subject for the reflection of those who believe that educators are over zealous, and are urging public education to a point beyond the demands of the country. Let them take this margin of two millions of untutored school population in country and city, and following its several members through life, observe how large a share of the idle, pauper, vicious and criminal classes are recruited from it, or from among the number of children who make the great difference between the total enrollment and the average attendance in the several states."

THE KIND OF MEN WANTED.

When men are wanted for great enterprises and high positions, men of settled character are selected. When emergencies arise how swiftly and surely is the chaff winnowed from the wheat. How quickly and contemptuously are the shallow rejected, and with what smiles are the men of fixed and staple character chosen. Character is the criterion of people's choice. You may think your utter want of manliness does not hurt your reputation in the community. Vice has its own signs and signals from which you cannot escape. Sin and meanness long indulged in have heralds of their own. There are sins and shames which the world reads in the eye as plainly as if written in a book. If you are trifling and frivolous in conduct, the world will make note of it. But if no such depths as these have been sounded, if all that can be said is that you have no depth, be assured that the world will make note of it, and when men of strength are wanted you will not be called. Men are wanted whom we know always where to find on all moral questions; men who are positive forces in the community; men who know how to say yes or no, and stick to it when in the right. How all else sinks into insignificance when such a character is considered. Many a noble young life has been stranded because of no settled purpose. It is mournful to think of the wasted energies, of the undirected powers, of the great blows struck but without effect, of the keen blades wielded all in vain, of those who longed to do something for God and humanity, on whose grave stone was carved the epitaph "Failure," because they had no settled purpose. We must all in some respects be specialists. Life is too short to be successful in all directions. To secure success there must be some central liking; the influence of some such end set before the young life sends the life forward with accumulating momentum. Without such a directing course, life will be without order, and come to no definite realization of its purpose. Without this there will be no pole star in the firmament, no light in the eye, no momentum and power.—*From the Baccalaureate Sermon of Prest. Newton Bateman, Knox College.*

D. Lothrop & Co.'s *Boston Book Bulletin*, Number Three, contains a full list of the best books published during the last quarter; useful to buyers as well as dealers.

Oliver Ditson & Co., Boston, have recently published *Clarke's Reed Organ Melodies*, price $2.50 in boards, $3.00 in cloth. It contains about 200 pages, and 120 pieces, all in true "Reed Organ" style, many of them "imported," and consequently new here.

The July-August number of the *North American Review* contains the following articles: "The failure of Universal Suffrage," by Francis Parkman; "International Obligations of the United States," by William Beach Lawrence, LL. D.; "An Advertisement for a New Religion," by a Positivist: "A Senator's Fidelity Vindicated," by Edward L. Pierce, the biographer of Charles Sumner; "The Position of the Jews in America," by Rabbi Gustav Gottheil; "The Outlook," by Wendell Phillips; "Debtor and Creditor," by R. P. Bland, M. C., and Henry V. Poor; "The Native Army of India," by Lieut. Gen. Sir Garnet Wolseley; "Contemporary Literature." For sale by booksellers and newsdealers generally.

LIST OF STATE AND TERRITORIAL SUPERINTENDENTS.

Alabama, Montgomery: Leroy F. Box, Supt. Education.
Arkansas, Little Rock: Geo. W. Hill, Supt. Pub. Inst.
California, Sacramento: Ezra S. Carr, Supt. Pub. Inst.
Connecticut, New Haven: B. G. Northrop, Sec. Bd. Ed.
Delaware, Smyrna: James H. Groves, Supt. Free Schools.
Florida, Tallahassee: W. H. Haisley, Supt. Pub. Inst.
Georgia, Atlanta: Gustavus J. Orr, School Commissioner.
Illinois, Springfield: S. M. Etter, Supt. Pub Inst.
Indiana, Indianapolis, James H. Smart, Supt. Pub. Inst.
Iowa, Des Moines: C. W. Von Coelln, Supt. Pub. Inst.
Kansas, Topeka: Allen B. Lemmon, Supt. Pub. Inst.
Kentucky, Frankfort: H. A. M. Henderson. Supt. Pub. Inst.
Louisiana, New Orleans: Robt. M. Lusher, Supt. Pub. Ed.
Maine, Augusta: J. W. Corthell, Supt. Pub. Inst.
Maryland, Baltimore: M. A. Newell, Supt. Pub. Inst.
Massachusetts, Boston: J. W. Dickinson, Sec. Bd. Ed.
Michigan, Lansing: Horace S. Tarbell, Supt. Pub. Inst.
Minnesota, St. Paul: David Burt, Supt. Pub. Inst.
Mississippi, Jackson: Gen. I. A. Smith, Supt. Pub. Ed.
Missouri, Jefferson City: R. D. Shannon, Supt. Pub. Schools.
Nebraska, Lincoln: S. R. Thompson, Supt. Pub. Inst.
Nevada, Carson City: S. P. Kelly, Supt Pub. Inst.
New Hampshire, Concord: Chas. A. Downs, Supt. Pub. Inst.
New Jersey, Trenton: Ellis A. Apgar, Supt. Pub. Inst.
New York, Albany: Neil Gilmour, Supt. Pub. Inst.
North Carolina, Raleigh: J. C. Scarborough, Supt. Pub. Inst.
Ohio, Columbus: J. J. Burns, Com. Common Schools.
Oregon, Salem: L. L. Rowland, Sup. Pub. Inst.
Pennsylvania, Harrisburg: J. P. Wickersham, Supt. Pub. Inst.
Rhode Island, Providence: T. B. Stockwell, Com. Pub. Schools.
South Carolina, Columbia: Hugh S. Thompson, Supt. Ed.
Tennessee, Nashville: Leon Trousdale, Supt. Pub. Inst.
Texas, Austin: O. N. Hollingsworth, Sec. Bd. Ed.
Vermont, Randolph: Edward Conant, Supt. Ed.
Virginia, Richmond: W. H. Ruffner, Supt. Pub. Inst.
West Va., Wheeling: W. K. Pendleton, Gen. Supt. Free Schools.
Wisconsin, Madison: Wm. C. Whitford, Supt. Pub. Inst.
Colorado, Denver: Joseph C. Shattuck, Supt. Pub. Inst.
Arizona, Tuscon: J. S. Hoyt, Gov. and Ter. Supt. Pub. Inst.
Dakota, Elk Point: W. E. Caton, Territorial Supt. Pub. Inst.
Washington, D. C. { J. O. Wilson, Supt. White Schools. / G. F. T. Cook, Supt. Colored Schools.
Idaho, Boise City: Joseph Perrault, Territorial Supt. Pub. Inst.
Montana, Helena: C. Wright, Territorial Supt. Pub. Inst.
Utah, Salt Lake City: O. H. Riggs, Ter. Supt. Dist. Schools.
Washington, Olympia: J. P. Jusdon, Ter. Supt. Dist. Schools.
Wyoming, Cheyenne City: J. Slaughter, Ter. Supt. Dist. Schools.

—*N. E. Jour. of Ed.*

THE WILL MAKES THE WAY.

It was a noble Roman,
In Rome's imperial day,
Who heard a coward croaker,
Before the castle say:
"They're safe in such a fortress—
There is no way to shake it!"
"On—on!" exclaimed the hero,
"I'll find a way or make it!"

Is fame your aspiration?
Her path is steep and high,
In vain he seeks her temple,
Content to gaze and sigh;
The shining throne is waiting,
But he alone can take it
Who says, with Roman firmness,
"I'll find a way or make it!"

Is learning your ambition?
There is no royal road;
Alike the peer and peasant
Must climb to her abode;
Who feels the thirst of knowledge,
In Helicon may slake it,
If he has still the Roman will
To find a way or make it.

Are riches worth the getting?
They must be bravely sought—
With wishing and with fretting
The boon cannot be bought;
To all the prize is open,
But only he can take it,
Who says with Roman courage,
"I'll find a way or make it!"

—*John G. Saxe.*

NOTES BY THE WAY.

THE American Institute of Instruction is as evidently a New England institution as are the brown bread and beans that ushered in our first Sunday breakfast in Yankeedom. Like them, it is unusually g ood of its kind. So hearty is the welcome given to us outsiders that we almost imagine we, too, are to the manor born, though we are but a Sucker from the old Knickerbocker stock.

Prest. Bicknell is a tall, fine looking man, so tall, indeed, that his head has grown beyond the reach of most of his hair; full of nerve and fire, yet good natured withal, quick to see a joke, and as quick, when he does see it, to throw back his head and laugh in a hearty, school boy way. His opening address was capital, containing sound wisdom as well as keen wit. Among other things he emphasized, as has been done in every similar address I have heard during the past three years, was the necessity of thorough supervision of schools. This subject seems to be engaging the best thoughts of the best educators East as well as West. The very able paper of Secretary Dickinson, who is doing for Massachusetts the work which, for so many yeras, Newton Bateman did for Illinois, was devoted to this topic, and was the ablest exposition of the philosophy of supervision we have ever heard. The discussion on the so-called "Natural Method" of teaching ancient and modern languages struck out sparks in every direction. Its great apostle, Prof. Sauveur, presented its claims himself. He is the very embodiment of enthusiasm, and presented the claims of his method in what seemed to be a perfect torrent of eloquence, but in such broken English that most of his audience could understand little of his address except what, by the frequent recurrence of the words expressing it, was impressed upon them—his idea that "my method" is the *only* method of the slightest value—that all the others are utter failures. Prof. Greene, of Brown University, followed, and in the most courteous, kindly manner, took occasion to dissent from some of the sweeping assertions of Prof. Sauveur. But neither his courtesy, nor the venerable appearance of Prof. Greene, nor yet the spirit of politeness which is supposed to inhere in every Frenchman could, or did, prevent Prof. Sauveur from interrupting him continually. He was a regular artesian well, utterly irrepressible, until the Association by a vote requested him to keep still and allow Prof. Greene to finish in peace. Several other gentlemen followed, dealing some heavy blows to the new method.

There are about 2,000 in attendance on the Institute, and the array of talent fairly takes away one's breath. The exercises of a single evening, Tuesday, included short addresses from Gov. Prescott, N. H., who made the address of welcome, State Superintendents Corthell of Maine, Downs of N. H., Conant, Vt., Dickinson, Mass., Newell, Md., Com. Eaton, John Hancock, President National Educational Association, and Tenetaro Megata, Com. of Education from Japan, who, by the way, made one of the best speeches of the evening.

Into this four days' feast are crowded so many good things, it is impossible even to name them all, much less give the flavor of each. One of the most noticeable papers is that of Dr. Warren, Prest. of Boston University, on "Joint and Disjoint Education," one of the most able pleas for co-education from the kindergarten up through the University, we have ever heard. He was ably seconded by Rev. A. D. Mayo, who has a wonderful knack of talking common sense upon school matters.

Political Education in Schools was very ably handled by W. A. Mowry, of Providence, followed by Gen. Eaton, Dr. Miner, and others.

"Examination of Teachers and Schools," discussed by Supt. Corthell, of Maine, Prof. Hagar of Mass. Normal School, and others, elicited much interest.

Prof. Butterfield illustrated his "Visible Speech," showing its adaptation to the teaching of deaf mutes, to the learning of foreign languages—indeed, made it seem a universal language.

Dr. Marsh's paper upon the Present Condition of the Spelling Reform was able and scholarly, showing deep digging down to the roots of our English tongue.

[It seems that a large party ascended Mt. Washington, Wednesday P. M. A page probably describing the ascent unfortunately did not come with the rest. With this omission the "notes" continue as below.—Ed. Weekly.]

The moonlight, which upon the programme was coupled with this excursion, was entirely obscured by clouds and fog, the wind blew at the rate of forty-five miles an hour, and occasional lightnings darted through the sky. We were to have returned at eleven o'clock, but it was not thought safe to have the cars go down, so we remained all night. But our meeting was held in the parlor instead of upon the rocks outside. The following resolutions, prepared by a committee of which Gen. Eaton was chairman, and Prest. E. E. White Secretary, were unanimously adopted.

Resolved, 1st. That the possession by the child of a nature susceptible of education is conclusive proof of the child's right to an education; and the child's right to an education is proof that it is some one's duty to provide it.

2d. That every child born into or enjoying American citizenship has the inalienable right to such an education as will prepare him to meet its duties and obligations, and to secure this right to the child the entire property of the state is under mortgage, and it is the bounden duty of those entrusted with the administration of its government to recognize and meet these obligations.

3d. That inasmuch as it is the imperative duty and paramount interest of the state to provide education for all its citizens, it is, as a consequence, the right of the state to see to it that the necessary education thus provided be universally enjoyed.

4th. That a state has a right to demand of its rulers that they be so educated that they may be qualified to govern wisely for the development of every interest touching its morals, its happiness, and its prosperity, and that in free government, where the people are the rulers, the state has a supreme right to exact the education of all who are born into the management of its affairs.

5th. That the early recognition of these fundamental principles by the people of New England places the states under sacred obligation to see that they are ever effectually defended, and we, as educators, on this occasion, as rare as our present standpoint is elevated, do hereby pledge ourselves to the maintenance of our American system of public education in its integrity.

6th. That we believe that the cause of universal education so wisely commended by Washington is as impregnable as this granite mountain which bears his name.

At sunrise next morning the fog was still so dense that we could not see three feet through it, and we feared that we must leave Mt. Washington without a sight of its glories. But as we sat in the cars waiting for our queer little engine to fire up, suddenly the fog lifted and disclosed such a glorious view, both landscape and skyscape, as our eyes never rested on before. Spontaneously the gazers struck up the strains of grand Old Hundred, "Praise God from whom all blessings flow." Deep silence followed its conclusion, broken at length by the voice of President Bicknell repeating reverentially, "O come, let us kneel before the Lord our Maker," and it seemed the appropriate language of each heart. The whole ride down the mountain was a revelation of such beauty and grandeur as I had believed could be found nowhere this side the Celestial City, "which hath foundations."

We reached Fabyan's in time for the 9 o'clock opening excercises, and found the programme still full of good things—"Professional Schools for Teachers," ably represented by Larkin Dunton, Principal of Boston Normal School, and others; "The Telephone and Microphone," illustrated by Prof. Dolbear, of Tufts College; "Kindergartens," by Mrs. Kraus-Boelte; "Education and Labor," substituted by request for the paper upon "The American Methods of Teaching," by Prest. White, of Purdue University, Indiana, and many other good things too numerous to mention.

Thursday evening, Hon. George B. Loring, of Salem, Mass., delivered a most scholarly, sensible, and practical address upon "Methods and Objects of American Education." Various readers and musicians have contributed to the pleasure of the Institute, and throughout all there has not been a single jar. The highest praise is due to the officers of the Institute for their admirable planning and executing. Scarcely less belongs to the proprieters of the Fabyan House. It seems a perfect miracle that such an Association could have been held outside of a large city and accommodated better than our State Association, which numbers only about one-fourth as many, usually is. All the hotels have done their share in contributing to this result, and their guests carry away only the very pleasantest memories of their stay in the White Mountains. The election of officers for next year resulted in the choice of I. N. Carlton, of Connecticut, as President, Mr. Bicknell refusing reëlection.

MARY ALLEN WEST.

Fabyan's N. H., July 12, 1878.

ADVICE TO YOUNG WRITERS.

[From W. A. Smith's Address before the Tennessee Press Association.]

Write upon pages of a single size,
Cross all your t's and neatly dot your i's.
On one side only let your lines be seen—
Both sides filled up announce a verdant green.
Correct—yes, recorrect all that you write,
And let your ink be black, your paper white,
For spongy foolscap of a muddy blue
Betrays a mind of the same dismal hue.
Punctuate carefully; for on this score
Nothing proclaims the practical writer more.
Then send it off, and, lest it merit lack;
Inclose a postage stamp to send it back;
But first pay all the postage on it too;
For editors look black on six cents due,
And murmur as they run the effusion o'er,
"A shabby fellow and a wretched bore!"
Yet ere it goes, take off a copy clean—
Poets should own a copying-machine;
Little they know the time that's spent, and care,
In hunting verses vanished—who knows where?
Bear this in mind, observe it to the end,
And you shall make the editor your friend.

Educational Intelligence.

CHICAGO, JULY 18, 1878.

THE STATES.

OHIO.

—The salaries of teachers in Toledo have been severely cut. The committee of the School Board which arranged the new schedule, uses the singularly unreasonable argument that teachers oughtn't to complain ofthis retrenchment, because among other effects of the "hard times," laboring men with large families are glad to work for $1.00 to $1.25 a day. It would probably be useless to inform people who employ such argument, that brains have a somewhat higher value than street cleaning or digging powers. and that the ability to instruct in a thorough and inspiring manner, from twenty to forty children every day, is a work as important as any which the world knows;—and a work which deserves the fullest possible reward. It must be said that teachers are a patient race. The sum which Toledo proposes to pay experienced teachers of seven years' service in the schools is—$475 a year!—*N. Y. Tribune.*

—Institutes and instructors in this state as follows: July 15, Canfield, H. M. Parker; July 16, Rock Creek, A. H. Tuttle; July 22, West Union, Alston Ellis; July 25, Warren, E. F. Moulton; July 29, Middleport, J. W. Dowd, E. H. Cook; Pomeroy, T. C. Flanegin; August 12, Athens, E. H. Cook; Eaton, L. D. Brown, Alston Ellis; Findlay, J. W. Dowd; Burlington, H. M. Parker; Mt. Healthy, L. A. Knight; Wapakoneta, C. W. Williams; Bellaire, Eli T. Tappan; August 26, Hamilton, Alston Ellis; Circleville, N. H. Lewis, M. C. Campbell; Portsmouth, A. M. Friesner; Ironton, John Hammond, Jesse Wilson; Smithfield, Eli T. Tappan.

INDIANA.

—L. M. Crist will conduct an institute at Liberty, commencing August 26.

—Two Peru teachers, Misses Goodrich and Smead, were robbed of money and other valuables, while absent from their room attending the high school commencement in that place.

—The fourth annual session of the Wayne county normal institute will be held at Centerville, commencing July 15, and continuing five weeks. The regular county institute will occupy the fifth week—from Aug. 12 to 16 inclusive. For further information address J. C. McPherson, county superintendent, at Richmond.

—Prof. Elisha Ballantyne, who for a long term of years has been professor of ancient languages in the State University at Bloomington, has resigned that position on account of increasing years and infirmities.

—Eli Jay, M. A., has been appointed professor of mathematics at Earlham College, vice Wm. A. Moore, M. S., retired.

—Principal Goff, of the Laporte High School, has resigned and takes the principalship of Kenosha High School, Wisconsin. F. G. Bliss, of Jackson, Mich., a graduate of Michigan University, takes the place.

—Prof. M. L. Moody, of Fort Wayne, has been elected superintendent of the Hartford City public schools for the coming year.

—Professor W. H. Cain, president of the Normal Institute at Sullivan, has been selected as superintendent of the public schools at Carlisle.

—Mr. Henry Domer, for several years a teacher in the Goshen schools, has accepted the superintendency of the schools at Dunkirk, Ohio.

—Supt. Williams, of Rochester, was recently married to Miss Rosa Brackett.

—Supt Wilson reports from Cass county, for the year ending with May, 1878. Number of male teachers licensed for two years, 10; one and a half, 11; one year, 35; six months, 46; total, 102. Females for two years, 4; one and a half, 4; one year, 32; six months, 38; total, 78. Licensed teachers in the county, 180; applicants rejected, 142.

IOWA.

—Supt. McNaughton's salary at Cedar Falls has been increased to $1,600.

—W. W. Wylie leaves Lyons for Bozeman, Montana, at an increased salary. Smith, of Bellevue, succeeds him at Lyons.

—Prin. Z. T. Hawk, six years principal of the Denison schools, takes the superintendency of Crawford county. He is succeeded by Prin. C. C. Chamberlain.

—The board of directors of the State Normal School report it in a very flourishing condition. Prin. Gilchrist and Profs. Bartlett and Wright have been unanimously reëlected.

—A live school man writes us a postal on which he says: "Too many text-books! Why 6 Readers when 4 will do? Why a 4-book series of Geographies when 2 will do? Why more than 2 books of Arithmetic?" Will some one come to our relief?

—W. E. Parker conducts an interesting educational column in the *Independence Conservative.*

—At a meeting of the board of directors of the public schools of Independence, June 28, 1878, the following teachers were elected for the full term commencing Sept. 2, 1878, and assigned positions as follows: Miss L. C. Parker, Ass't in Grammar room, east side; Miss M. R. Johnson, 1st Intermediate, east side; Miss L. Sherwood, 2d Primary, east side; Miss Ella Jones, 1st Primary, east side; Mr. M. Booth, Prin. Grammar room, west side; Miss R. Carey, 2d Intermediate, west side; Miss C. Bartle, 1st Intermediate, west side; Mrs. N. E. Hasner, 2d Primary, west side; Miss M. A. Durham, 1st Primary, west side; Miss S. L. Angel, Prin. High School; Mrs. J. M. Weart, Primary in Wilcox School.

MICHIGAN.

—Examinations for State certificates will be held at Blair, the week beginning July 15; at Hastings, the week beginning August 5; at Lincoln, the week beginning August 12. Two grades of certificates, first and second, will be given at these examinations.

—A Teachers' Institute will be held at Big Rapids for Mecosta and adjoining counties, beginning August 26 and continuing one week.

—The eighth annual graduating exercises of the Three Rivers high school occurred June 21. The success of the class and the efficient services of Principal Baker are spoken of at length in the local paper.

—The trustees of Albion College have begun the work of endowing a professorship of natural sciences with a fund of $20,000. Mrs. Osband has resigned. Professor Havemann has been appointed her successor as professor of modern languages.

—According to the new order of things in the University, Dr. Angell's salary is reduced $750 per annum, Dr. Frieze's $100, all other full professors for the college year $300, dentals $200, laws $150, assistants in literary department $200, instructors $100, while librarians Davis, Vaughan, Stowell, and one or two minor employes are fixed as before. Miss Reed has had an addition of $150, and Miss Farrand $100. The assistant professorship in Greek has been abolished, and provisions made for an instructor, thus saving $700 per year. Mr. Pettee has been left out, and in accordance with the action of the last Legislature, provision made for a professor of geology at $2,000 per annum.

—Professor Hewitt, of Lake Forest (Ill.) University, has been offerred the Latin chair in Olivet College. Mr. Hewitt acted as president of this institution for three years, and has been a member of the faculty of Lake Forest University since the institution was organized, two years ago.

—Principal McDougall, of the Kalamazoo high school for the past year, has been elected to a similar place in Princeton, Ill., at a salary of $1,400.

—Supt. Ashbagh, of Jonesville, resigns, and will study law.

—Flint loses a valued principal on account of reduction of salary.

—The Romeo teachers have had salaries reduced thirteen per cent.

—Mrs. Nellie Hook, formerly manager of a Kindergarten in Detroit, and teacher in the German-American seminary, died at her residence in Detroit, recently.

WISCONSIN.

—W. H. DeMotte has been unanimously reëlected principal of the Deaf and Dumb Institute at Delavan. The office of Steward has been abolished. Mr. W. J. Fuller, of Geneva Lake, a graduate of the State University, class of 1878, was elected a teacher in the Institute.

TENNESSEE.

—A convention of the educators of the Southern States, for the purpose of organizing a Southern Educational Association, will be held at Chattanooga, August 6, 7, 8, 1868. "All persons east, west, north, and south, who are in favor of a broad system of free schools, and who are opposed to ignorance and crime, are urgently called upon to summon every effort within their power to make this the largest and most important educational gathering that ever assembled in the south."

MISSOURI.

—State Supt. R. D. Shannon's administration was heartily endorsed by the State Teachers' Association in session at Carthage, June 28. His reëlection was unanimously recommended by the Association. Prof. C. H. Ducher was elected president of the Association for the coming year. The next session will be held in St. Louis.

Practical Hints and Exercises.

SCHOOL ECONOMY.—VI.

H. B. BUCKHAM.

School Marks in General.

I AM moved to add a few words more about marks. It is a subject on which scarcely two agree, and each one is very apt to think his own way of making and using them the best. While I think they may be useful, perhaps necessary, in most schools and for ordinary school purposes, their use in some other directions is open to just criticism.

Marks are not a panacea for all the ills of schools and classes, and it is very easy to extend their legitimate application till they become little short of tempters to much evil and instruments of great injustice. Want of judgment and lack of watchfulness make them more dangerous than the indiscriminate use of the rod. When used for *any personal* end, they are the worst and the most inexcusable species of school tyranny. This danger is the first point I call attention to; the danger, namely, of allowing feeling to influence judgment. We are variously affected by the behavior and ability of students; we sympathize both with those who are dull and work hard, and with those who are quick and ambitious to lead a class. We can scarcely see two animals fighting without taking sides, and our feelings are almost certain to lead us to hope, or at least to prefer, that one of two rivals in a class shall come out a little ahead. I venture to say that this is more likely to be true if any special honor, or a prize, depends on marks. The very fact of having it in our power to decide an evenly contested case of scholarship, while it should make us more careful and exact in our judgment, inclines us sometimes to follow our wishes so far as to make slight allowances and concessions which all might say involve no wrong in the case of one who at best stands only fair in the class; and the same fact also sometimes inclines us to be so severe in our decisions regarding the merits of rivals that they come to be *against* the most deserving, or against one at least equally deserving with others, lest some one should say that partiality must have been shown. It would be as uncharitable as it would be unjust to say that teachers would intentionally or consciously allow this influence of feeling, but I think we can, most of us, recall instances in which only something of this sort could explain results to *us*.

Another danger is the tendency to change the object of effort and strife from knowledge to marks. It is no uncommon thing for us to substitute signs for realities; it is very common to be satisfied with symbols in place of substances. If any school makes great parade of records, and makes much of slight fractional differences, depending on items whose effect in the calculus shows to a common observer only an analysis little short of wonderful, it is a natural result that great strife will gather about these minute differences, and they will be magnified into an importance a hundred-fold beyond their intrinsic merit. The mischief of this, especially in higher classes where it is most likely to prevail, is very great. It is true that minute differences of standing may show minute but real differences of scholarship; they will do this, if the same care is taken in discriminating nicely between points of knowledge by those who make records, as must be taken in acquiring them by those who thus assert their superiority. They are, however, much more likely in general to show an accidental result in marks of what has been carelessly and without discrimination recorded from time to time in class; too often, they have no real significance at all, and would mean just as much if, without any change of merit or even any further test of merit, they were transferred from one pupil to another. When a class of students comes to contend with a teacher for the allowance of an additional fraction on some lesson, or some examination paper, or to complain of unfairness solely or mainly on the ground that some rival is marked a little higher, or boldly to make commotion in a school on the allegation that he ought to have been marked as high as snch another, and endeavors to make partisan friends among class-mates or even among teachers—and all these things are happening continually—it is time to consider whether marks for scholarship have not so far vacated their original function as to have no longer any rightful place in school at all. I repeat that the mischief of such contention about marks is very great. I say nothing now of the deception and trickery and downright lying to which they often lead; I only say that in good schools the tendency is to work for marks rather than for knowledge, and this leads, directly and naturally, to a false estimate of marks and to a false and injurious standard of both merit and honor in a school.

Another point I raise is that scarcely any two teachers' marks mean the same. Students say, "Such a one's perfect mark does not mean half as much as such another's; I would rather have *nine* from X than ten from Y." So that if one tells me his standing in such a school or on such a subject is perfect, I want to know the persons who did the marking before I know the student's merit as a scholar. The grammars give us three degrees of comparison; but any common adjective is made to express an infinite number of degrees of quality by the way in which it is used, "splendid" or "good" standing for no more precise characteristic than is represented by a person's exactness in the use of the words. The same is true of school marks; a perfect record means little or much according to the person who makes it; a half mark from some means more than a perfect mark from others. I cannot help thinking, from some experience in such matters, that numerical records are a poor criterion by which to award prizes and honors. A gold medal is at stake, or a star, or any form of school honor, an election to the Phi Beta Kappa society if you please. They are generally awarded on marks for scholarship, the object being, of course, to honor the most deserving. This should take into account both learning and character; learning, as shown in recitations, may be marked, but the spirit with which learning is acquired, and the tone and quality of it when acquired, cannot be marked, and these are more valuable than the quantity and the *markable* quality are, by far. Personal character cannot be put down in figures; we cannot speak of a ninety-five per cent man, or an eighty-six per cent; we should all decline to be rated by such a measure, and if these honors are to go for marks, it should be understood, as it is understood, that they do not always go to the most deserving even for scholarship, for the best elements in scholarship, like traits of character, elude the per cent method of record. Teachers all know that the power to appreciate and to use knowledge, the receptive and inquisitive and truthful attitude of mind, which a student may show, declare a merit as they manifest a promise which may not deserve the highest present mark, though they surely point to the greatest future progress and usefulness. A better and safer way, and one certainly more complimentary to the persons concerned, is for the teacher, refreshing his memory by any marks he has made, to ask himself *which one of these students, taking into account all I know of them, is most worthy of this medal?* The only practical difficulty in this way would be that the students would need to take a teacher's, or a faculty's judgment in place of specific numerical statements, in which the highest might differ from the next in rank by some very small fraction of one per cent. We sometimes need to say that notwithstanding this slight difference of marks against A, he deserves the honors of the class for those slight differences in his favor which, though they are real and positive, no system of marks can adequately recognize. We are sometimes compelled to admit that, with all our care in marking, the result is not just what it ought to be, and the pupil whom the unanimous *judgment* of a faculty would assign to the second or to the third place comes out first, and we are tempted to qualify the award with a saving clause, which is at least a half apology for the way in which records are kept.

It seems clear to me that a system of numerical records becomes less useful and proper, indeed more nearly ridiculous and belittling, to all parties, as students advance to higher classes. Surely colleges might forego them altogether, and college students might be above them. So might and should normal schools in which, if anywhere, students have the spirit of students and look for more substantial honors than the difference between ninety-four and seven-tenths per cent and ninety-five per cent, for a yearly average of lessons. In the school in which I teach, we have discarded numbers and per cents, and so far with satisfactory results. They are a piece of school machinery which real students, of age approaching maturity, do not need, and for such students a higher ideal of excellence and a better principle of study is to get knowledge for its practical uses and for its effect on character, and those we might all turn to the best account in our own schools.

—The following items of school attendance for the school years ending June 30, 1877, and June 30, 1878, will appear in the forthcoming annual report of Alston Ellis, Superintendent of the Hamilton, Ohio, public schools:

	1877.	1878.
Whole number enrolled	1,762	1,907
Average daily attendance	1,345	1,481
Number of cases of tardiness	2,010	1,790
Cost of tuition per pupil based on daily attendance	$15.10	$13.90
Per cent of daily attendance on the whole number enrolled	76.3	77.6
Number enrolled in German English classes	710	752
Number enrolled in colored school	53	59

—Charles S. Smart, late State Commissioner of Common Schools, of Ohio, is now state agent for the Equitable Life Insurance Company in Michigan.

Note specially any marked paragraph.

MEMBERSHIP

IN THE

AMERICAN METRIC BUREAU.

General Office, 7 and 8, 32 Hawley St., Boston.

In answer to frequent inquiries, for reference of members, and to call attention where needed information is not given with applications.

Eligibility. — Any person, firm, organization, or periodical sympathizing with our object, the introduction of the international weights and measures, may, on application with required fee, be enrolled on the list of members, and entitled to all the rights and privileges, the election being subject to ratification at the next meeting of the Executive Board. There are no qualifications of age or residence.

Privileges. — In addition to the ordinary rights of voting on all questions, and attendance at all meetings, public or private, each member will receive from time to time, suggestions for work in his own section, reports of experience in other places, and other matter of practical value. In attending meetings and conventions, members only have the privilege of reduced rates. Members also receive, without charge, and as fast as issued:

(1.) Each number of the monthly Bulletin of the Bureau, containing everything of special interest to friends of the system. This is essential to all actively interested, as it groups together suggestions and information from all sections of the world. Each issue contains 16 pages, closely printed. Those not members pay $1.00 per year, which is less than cost.

(2.) All metric publications. By special arrangement with the publishers of the best books, charts, etc., enough extra copies are printed to give one to each member. These are only of nominal cost to the Bureau, but could not be obtained elsewhere for the amount of fees. Many pay for previous years as the cheapest way of getting publications necessary to thorough students of the system. While members have thus full returns for money contributed, the Bureau, because of the liberality of the publishers and authors furnishing the publications, has the aid of the assessments.

If the annual dues are paid, publications are delivered at the office, or are mailed on receipt of postage, or expressed, if so ordered, without charge for packing or mailing.

(3.) Through the Trustees of the Sinking Fund, subscribed as a conditional loan for the distribution of metric articles, members are entitled to buy for their individual use or to give away, any weights, measures, apparatus, or publications, at dealers' prices, 10 per cent. less than the half or Bureau prices. In many cases, this discount amounts to more than the annual assessments, so that membership is economy.

Duties. — There are no required duties, but each member is supposed to feel an added interest in the work that will lead him to do all he can to advance it. We expect any information or suggestion of service to other workers to be sent promptly to the secretary, to be combined with similar matter from other sources, and be briefed for the official Bulletin. The more active the coöperation, the better; but those who sympathize with the work, but are unable to give any time or actual service, should all the more contribute the influence of their name and their slight annual fee, with such additional pecuniary support as they are able to give.

Expense. — There is no fee for joining, but each member pays each year such sum, never exceeding $5.00, as the Board finds necessary for current expenses. The main dependence for support is on life and honorary memberships, issued at $50.00 and $25.00 each, and on gifts. All who can, are urged to make such gifts, and to take the memberships, which free from annual assessments. As the interest on the $25.00 or $50.00 is less than the average annual fee, some prefer thus to pay in advance. Such payments are doubly valuable to the Bureau. It is hoped that receipts from these sources will keep the required assessment very low, the design being to avoid pecuniary objections to membership.

For the present, the demands made upon the society are so much in excess of ability to meet them, that the Board has decided to call for the full $5.00 per year. Most of our active members, knowing how much we accomplish with the money, will be willing to make some little sacrifice, if necessary, in order that the work may not be crippled at this critical time, when early and complete success seems assured.

Associate Membership. — For those unwilling, for any reason, to incur the expense of full membership, which is now, and may continue to be, $5.00 each year, this is provided at $3.00 per year. Associates have the same rights, except voting on the expenditure of money, and purchasing from the Supply Department at dealers' rates. They are also limited in the publications received from the Bureau, without charge, to $3.00 at regular rates, each year. They receive the Bulletin, and not to exceed $2.00 in other publications. The fairness and necessity of these limitations will be apparent.

Subscribing Membership. — For those in hearty sympathy with the work, but so situated that they can incur no expense, this is provided, without fees or dues, except the subscription to the Bulletin of $1.00 per year, or 8 cents a number. They have the same rights as other members, except voting on expenditures, receiving publications without charge, and buying from the SINKING FUND at dealers' prices. This enables every one interested to be enrolled as a member, free from expense. The slight charge of less than 2c. per week will hardly be considered an expense, and this Bulletin is essential to every one keeping informed as to the progress of the introduction.

Workers. — Some of our members have become such to show their interest and their willingness to pay a share of the necessary expenses, but are so situated that, personally, they do no active work. We cannot afford to waste a single cent in postage or printing. We wish to make every item tell, and printed matter will be sent only to those who specially wish it.

A list has been opened, headed "WORKERS." To each person on that list will be sent, as fast as issued, one or more copies of each circular, placard, cheap chart, or other publication intended to be posted in prominent places, or, given to develop interest. Those who request it, members or others, are enrolled as WORKERS, if they agree that all matter sent to them will receive their personal attention, and be put where it will do the most good; if a broadside, will be posted in a conspicuous place; if a circular, will be given to one likely to read and be interested; if a suggestion for work, will be read with attention, heeded if practicable, and at all events will not be wasted.

Matter sent is without charge, and any person, member or not, may be a WORKER without paying a cent.

We hope this list of workers will fill up rapidly, and our membership will be very largely represented. Requests should be, in substance, "I wish to be on the list of workers. Matter sent me will do its full work, and none will be wasted."

A small package of documents will be mailed each applicant.

How to Join. — Send to the secretary, Melvil Dewey, P.O. 260, Boston, your name, with full P.O. address, position, occupation, or any titles or degrees, that should appear for identification in a full list of members. With this send your fee for the current year ($1, $3, or $5), stating plainly if you desire regular or only Subscribing or Associate membership (also if to be on the list of workers), and when you wish it to commence, since many pay assessments for the first years, making their connection date from the organization, and getting the valuable publications of those years. State plainly which of the publications to which you are entitled you wish sent to you, and, if by mail, enclose stamps. You will soon receive your official certificate, after which you will be entitled to all the rights and privileges of membership. WORKERS sign a special application and receive a special certificate.

The Bureau year corresponds with the calendar. Assessments are due at the beginning of the year, and should be paid as early as convenient after January 1. While the fee for the current year properly accompanies applications *never defer enrolment.* If not convenient to send the fee with the name send it later. Other publications will be sent on its receipt. Bulletins at once on enrolment.

1876. The assessment was $2.50. Each member had $6.00 in publications, as follows: — Bulletins as issued, $1.00; Chart No. 1, best mounting, cloth back, varnished, $3.00; Putnam's Metric System, bound, $1.00; Bulletin, bound and indexed, $1.00.

1877. Because of the extraordinary increase of interest and demands on the Bureau, and as each member received so many publications, the assessment was made the full $5.00, and publications amounted to $7.70: Bulletins as issued, $1.00; Chart No. 2, on map rollers, $2.00 (varnished and mounted on cloth for members, at half price, 50c.); Barnard's Metric System, bound, $3.00; Putnam's Tables, 20 cents; Chart No. 3, 30 cents; Metric Manual, bound, 20 cents; Bulletins for 1877, bound and indexed, $1.00.

The method of joining, eligibility, expenses, and duties have been so fixed that there is no excuse for withholding membership except indifference to the work. The privileges named above make membership very desirable, especially as the Supply Department includes nearly all articles wanted by those interested. We therefore confidently hope for a general acceptance from all those to whom this invitation is sent.

By order of the Executive Board.

MELVIL DEWEY,
Secretary.

P.O. 260, Boston.

REPORTS AND PAMPHLETS RECEIVED.

Catalogue of South Normal School and Business Institute, Jonesboro, Tenn. Session of 1878-1879. H. Presnell and Edward Wise, Principals.

Nebraska State Normal School. Peru, Nebraska. Catalogue of eleventh year, 1877 8. Robert Curry, Principal.

Kindergarten Gifts and Occupation Material. An illustrated catalogue together with a List of Kindergarten Literature, in German, English, and French. E. Steiger, New York.

Steiger's Catalogue, No. 31. Illustrated Descriptive Catalogue of Globes, Tellurians, Maps, and Educational apparatus. E. Steiger, New York.

Syllabus of English for the First Class of the Columbus High School. By A. H. Welsh and E. H. Cook. Columbus, Ohio. 1878. Every teacher of English should have a copy of this Syllabus.

Catalogue of the Public Schools of the City of Watertown, Wisconsin, for the year 1877-78. Wm. Bieber, Superintendent of Public Schools.

New Books Published by Ginn and Heath, Boston. Notices of Allen and Greenough's New Latin Grammar, and other New Books. Branch office 46 Madison street, Chicago.

Catalogue of Iowa City Academy and Institute, for the school year 1877-8 and Circular for 1878 9. Iowa City, Iowa. Amos Hiatt and H. H. Hiatt, associate principals.

PUBLISHERS' DEPARTMENT.

BACK NUMBERS of the WEEKLY will be furnished for ten cents each until the supply is exhausted.

Bound volume for 1877, Half Morocco, can be had for $5.00. Covers alone, 75 cents.

If notice is sent us of a missing number immediately on receipt of the *next* number, we will mail it free. Always give the *number* of the paper, not the date.

In ordering a change in the address of your paper, always give the postoffice and state *from* which you wish the address changed.

TERMS OF SUBSCRIPTION.

$2.50 per year (50 Nos.); $1.50 per volume (25 Nos.). In clubs of five, $2.25 and $1.35. In clubs of ten, $2.00 and $1.20. Three months on trial, 60 cents. Sent to Public Libraries and Reading Rooms for $2.00 a year. Payment invariably in advance.

The last number paid for by each subscriber is on the address-label. The paper will not be sent beyond that number unless the subscription is renewed, which should be done two weeks in advance.

Remittances should be sent by registered letter, draft, or postoffice money order, payable to VAILE & WINCHELL.

TERMS OF ADVERTISING.

Per line, agate measure, 10 cents each insertion. When a special location is chosen, 12 cents a line. Special Notices, in Publishers' Department, 25 cents a line.

Special rates for twelve, six, and three months' contracts. Orders from strangers must be paid monthly in advance.

Copy should be received by Saturday noon, previous to date of issue.

Each advertising page of THE EDUCATIONAL WEEKLY contains three columns, each column ten inches, and one inch fourteen lines.

No advertisement will be inserted for less than one dollar,

Address all communications to

VAILE & WINCHELL,
35 Clark St., Chicago.

TO ADVERTISERS.—The WEEKLY furnishes absolutely the only means of reaching the great majority of teachers and school boards in the West by a single advertisement. The WEEKLY is found in the hands of nearly every graded school principal and superintendent in the Northwestern States, and quite generally throughout the whole country. There is no other weekly journal of education published west of New York city, and *none of any kind* in the states of Michigan, Illinois, Minnesota, Nebraska, and several others. In each of the Western States it has a special state editor, who furnishes sufficient news items to render the WEEKLY valuable as a local journal for each state. It has also special editors for the South and the East, and is steadily increasing its circulation in those sections of country. The rates of advertising are *very low*, especially on long contracts, and an invitation is respectfully extended by the publishers to test the merits of the WEEKLY as an advertising medium. Estimates furnished on application to the publishers.

TO SUPERINTENDENTS, TEACHERS, AND SCHOOL BOARDS.—The advertisements published in THE EDUCATIONAL WEEKLY are a part of the paper. The information contained in them is often the most valuable to be found in the paper. They represent the business of the leading book publishers and others with whom all teachers and schools must have more or less trade. They should be read every week; and when you want to avail yourselves of any of their offers, write directly to the advertisers and *mention the advertisement which you saw in the* WEEKLY. An advertisement usually contains the advertiser's *best* offer, and if it is not specifically mentioned in your letter, you may not be favored by the *best terms*. Besides, you favor all parties concerned when you answer advertisements in that way.

—If any errors occur at any time in the announcement of institutes in our State Departments, those informed will oblige us by notifying us, that we may correct them in the next issue.

—The calls for teachers and positions, published in our "Teachers' Exchange," are this week worth attention. Mr. Etter personally recommends the lady mentioned in his card, and Mr. Bristol will be satisfied with none but a first class teacher.

—The *Institute Song Budget*, 78 pages of music and words, containing 108 pieces, is just the thing for these summer institutes. Specimen copy 15 cents; $1.50 per dozen. Address Vaile & Winchell, Chicago.

—Wedgwood's *Topical Analysis* of Studies taught in common schools is now ready for delivery. Orders for nearly the whole addition have already been received. A second edition will be prepared to meet the demand. See advertisement.

—A full supply of Wedgwood's *Topical Analysis* has been ordered for the institutes at Atlantic and Winterset, Ia. Institute conductors will find it very valuable to them, and a desirable outline for every member of the institute to possess.

—Mr. J. D. Williams, a graduate of Hillsdale College, Michigan, and for four years superintendent of the public schools of Sturgis, Michigan, has been secured by the publishing house of Clark & Maynard, to represent their books in the West. We understand he already has his carpet-bag in hand and is on the road.

—The Chicago and Northwestern Road covers considerable country of interest to the tourist who seeks a lovely spot in summer for hunting and fishing. For the first time in the country's history it has authorized the sale of cheap excursion tickets from Chicago to Denver and other Colorado points, as well as to Lake Geneva, Green Lake, Elkhart Lake, Duluth, and other points in the North and Northwest. Excursions to San Francisco will also be arranged. The new excursion rates will be as follows: To and from Lake Geneva, $3.75; Sheboygan, $7.50; Elkhart Lake, $8.25; Green Lake, $9.15; Marquett, $23; Duluth, $31, $35 or $36; St. Cloud, Minnesota, $28.10; Bismarck, Dakota, $51. The fare from Chicago to Denver and return will be $70. There will be two routes from Chicago to Omaha, and then via the Union Pacific; and yet another, going by the above route and returning by the Kansas Pacific from Kansas City. Tickets will be sold from date until September 30. Return tickets will not be good after Oct. 31. Stop-over checks can be obtained for any point on the road. Sportsmen's dogs will be carried free. There is no doubt that the traveling public will be gratified to hear of the above.

Do not stop the WEEKLY; I cannot do without it.—*J. W. Cary, Centerville, Iowa.*

I hope to see it in the hands of many teachers in this county.—*Supt. F. W. Crouch, Macoupin county, Ill.*

I think your paper up with the times, and in point of interest and value unsurpassed.—*Rowland Estes, Salem, Ind.*

Every teacher and school trustee in the United States ought to read the issue of May 9, and reflect upon it.—*Prof. Martin E. Cady, Aurora, Ill.*

Your paper has the right ring about its utterances. Would that all of our teachers and boards of school directors could be prevailed upon to take it. —*Supt. J. H. Preston, Lee county, Illinois.*

I am taking the *N. E. Journal of Education*, the *Primary Teacher*, the *Practical Teacher*, the *Educational Calendar* and the WEEKLY; the last named is the *best* of all, and *still improving*. I hope to be a life subscriber to the WEEKLY.—*H. L. Delaplain, Olney, Kansas.*

THE EDUCATIONAL WEEKLY, the best journal of its class that comes to our table, is to be under the editorial management in the future, of Mr. E. O. Vaile, late professor of English literature in Woodward High School, Cincinnati. Mr. Vaile is well known throughout the country as an able writer and a skillful practical educator. The WEEKLY has been placed upon a solid financial basis, and its future is assured.—*Northwestern Christian Advocate.*

THE EDUCATIONAL WEEKLY has now two sterling men at its helm; Mr. S. R. Winchell, who founded it, has secured as an associate, Mr. E. O. Vaile, who is well known as one of the ablest writers at the west. This paper is doing substantial work in the educational field; its spirit, earnestness, enterprise, and ability are just what is needed in such a paper. While the power and usefulness of educational journalism is but feebly appreciated by the mass of teachers, we predict that the WEEKLY will make a triumphant success. That it may do so we tender our most cordial wishes.—*N. Y. School Journal.*